

The Role of Accreditation in Improving Education Quality

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Abstract—This research was conducted to determine the role of accreditation in improving the quality of education. Accreditation can improve the quality of schools through various aspects including content standards, process standards, graduate competency standards, standards of educators and educators, facilities and infrastructure standards, management standards, financing standards, assessment standards. one of the standards that is difficult to achieve is the graduate competency standard in 2012 reaching 65.10%, this reality illustrates the low competency of students. The method used is a literature review, by collecting research results, national and international articles, journals published in 2008 - 2018. Based on journals, articles and research results that have been collected, it is found that national education standards that have been implemented have a positive impact on improvement quality of education in Indonesia. Improving the quality of education each year has increased according to the data of the National School / madrasah accreditation body, in 2012 accredited education units reached 21,137 or around 65% of the total education units. The role of accreditation in advancing the quality of education is very large to see so many education units that provide education services to the community.

Keywords—*accreditation; education quality*

I. INTRODUCTION

In this Globalization era, countries compete to become the most advanced, among them the most influential aspect is Education. Education is a key to be able to compete with other countries. With good education will have a major impact on the progress of a nation and state.

In the fourth paragraph of the 1945 Constitution of the Republic of Indonesia, it states "Educating the life of the nation". In that paragraph illustrates that the government of the Republic of Indonesia is committed to building education to educate the lives of the people. In addition, Article 20, Article 21, Article 28 C (1) and Article 31 also mandates that the Indonesian government will realize a national education system. Where the education system is described in Law No. 20 of 2003 concerning the national education system. In the Act No. 20 of 2003, the vision, mission, function, national education objectives and national education development strategy are included [1].

This national education system is a component of education from various systems related to educational patterns that will be applied nationally in order to achieve national education goals. The Vision of National Education is the realization of an education system as a strong and authoritative social institution to empower all Indonesian citizens to develop into quality human beings so that they are able and proactive in responding to the challenges of an ever-changing era. Based on this vision, the mission is carried out as follows:

- Striving for the expansion and equalization of opportunities for quality education for all Indonesians;
- Helping and facilitating the development of the potential of the nation's children as a whole from an early age to the end of life in order to realize a learning community;
- Increasing the readiness of input and the quality of the education process to optimize the formation of moral personality;
- Increasing professionalism and accountability of educational institutions as a center for civilizing knowledge, skills, experience, attitudes and values based on national and global standards;
- Empowering community participation in the implementation of education based on the principle of autonomy in the context of the unitary state of the Republic of Indonesia.

Based on this national vision and mission, the government needs to establish a basic reference that can be used as a benchmark to assess an education unit. In Government Regulation No. 19 of 2005 concerning national education standards. National education standards include content standards, process standards, graduate competency standards, standards of educators and education personnel, infrastructure advice standards, financing standards, management standards and assessment standards [2].

These eight standards serve to provide an evaluation of the quality improvement carried out by each education unit in order to achieve the vision and mission of national education. In order to improve the quality of education the government also made various policies, including the policy of certification

of teachers and lecturers, provision of Block grants, and school operational assistance (BOS).

In improving the quality of education through national education standards, the government through Minister of National Education Regulation No. 29/2005, the government established a National Accreditation Board (BAN). The National Accreditation Agency as an independent evaluation body that has the authority to determine the feasibility of education programs and units at the level of primary and secondary education with reference to the National Education Standards [3].

In guaranteeing and controlling the quality of education in accordance with the SNP, it is necessary to carry out 3 integrated programs, namely: evaluation, accreditation and certification.

One program in quality improvement carried out by the National Accreditation Board is school accreditation. The purpose of this accreditation is to provide quality assurance for education so that the community can obtain education services and results as promised by the education providers. so that it can produce graduates in accordance with the standards set. Based on data from the National Accreditation Agency for 2007 - 2011, it is described in the form of the table 1 below .

TABLE I. DATA OF SCHOOL ACCREDITATION FOR 2007-20011

No	Educations Unit	Number of School	Accredited					Total 2007 - 2011
			2007	2008	2009	2010	2011	
1	Playground	83.006	12.568	9.758	2.075	1.928	10.557	36.886
2	Primary School	165.287	31.320	21.072	20.746	15.063	30.167	118.368
3	Junior High School	39.417	5.309	4.462	4.796	4.858	8.380	27.805
4	Senior High School	15.828	2.614	1.751	2.450	3.129	3.666	13.610
5	Vocational high School	20.175	2.890	1.606	3.538	2.606	4.786	15.426
6	Special school	1.452	257	201	171	212	201	1.042
	Total		54.958	38.850	33.776	27.796	57.757	213.137

However, after the enactment of the National Accreditation Board in 2005, from 2007 to 2011 accreditation to 213,137 education units. while the number of education units at that time reached 325,165 education units. this amount illustrates that Accreditation carried out has almost reached the target [4].

However, often the issues related to the results of accreditation that the assessor hears do not reflect the appropriateness of the education program in accordance with the National Education Standards, which can be seen from the unemployment rate of graduates of the education unit as follows [5].

Open unemployment data according to the highest education level February 2017 - February 2018 (figure 1).

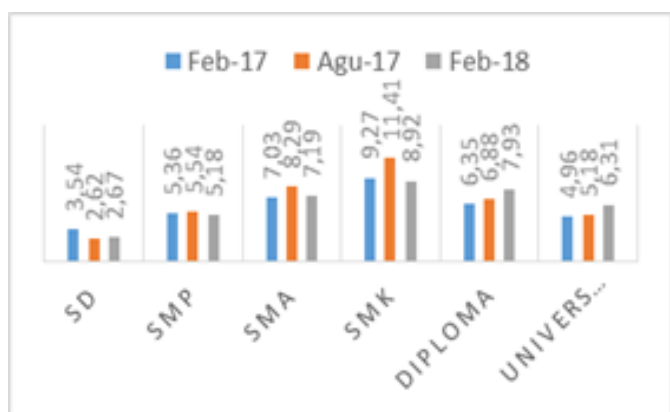


Fig. 1. Unemployment data according to the highest education level in February 2017 - February 2018.

In the table 1 the Vocational Middle School unemployment rate is the highest reaching 8.92% in 2018, this unemployment rate is factored by the low quality of graduates so that they cannot compete in the global market world. At the Elementary

School level, the level of admiration is low because they tend not to choose the type of work, in contrast to the education units that are above it such as high school and vocational high school.

II. THEORETICAL STUDY

Initially accreditation was generally recognized, a process of government assessment of private schools to determine the government's recognition of the school [6]. But the policy changes and applies to all public and private education units.

School accreditation is an assessment process carried out by the government to improve quality assurance, a comprehensive assessment of the education unit on the feasibility and existing education programs. Accreditation results are realized in the form of certificates of recognition and rating of eligibility issued by independent and professional institutions [4].

Whereas according to the large Indonesian dictionary "Accreditation is the recognition of an educational institution that is given by an authorized body after the value that the institution meets certain conditions or criteria". Accreditation is carried out on the basis of improving the quality of education by improving education services to the community so as to produce graduates who can compete and be useful for society.

In the implementation of the instrument accreditation used, it was developed based on a standard that refers to the national education standard in accordance with government regulation number 19 of 2005 which states that the minimum criteria for the education system throughout the NKRI include 8 national standards Education; 1) Content standards; 2) Standard process; 3) Graduates Competency Standards; 4) Standards of Educators and Education staff; 5) Standards of Facilities and Infrastructure; 6) Management Standards; 7) Financing Standards; and 8) Educational Assessment Standards. The

standard according to government regulation number 19 of 2005 can be described as follows [7]:

- The standard of graduate competency is a qualification of graduates' abilities which includes attitudes, knowledge and skills.
- The content standard is the scope of the material and the level of competency as outlined in the criteria regarding various kinds of competencies.
- Process standards are the implementation of learning in one educational setting to achieve the competency standards of graduates.
- The standards of educators and education personnel are criteria for pre-service education and physical and mental feasibility, as well as education in office.
- Standards of facilities and infrastructure are standards relating to facilities owned by an education unit.
- Management standards are related to planning, implementing and supervising education activities at the education unit level.
- Financing standards are standards that regulate components and the amount of operating costs of education units that are valid for one year.
- Educational assessment standards are standards relating to mechanisms, procedures and instruments for assessing student learning outcomes.

In the development of quality there are 3 quality experts who deepen and provide a basic explanation of the quality of them; Edward Deming, Joseph Juran and Crosby. The three quality experts have succeeded in developing a study of quality management as a thought that quality will always develop.

According to Goetsch and Davis [8] said that quality has a broader definition, namely that quality relates to human conditions, products and services, processes and environment that occur in dynamic processes that are able to meet or exceed expectations.

According to Juran [9] that quality is the suitability of results with their goals or benefits. Seeing the above definition that quality is an outcome expected by each stakeholder or interested party, quality is expectation, good expectations about a product or service, while Crosby states that quality is conformity with the needs of education stakeholders. Therefore, the quality of education is an expectation, good expectations about the results of an education unit. The quality of education plays an important role in improving the quality of graduates who are fostered in an education unit, when the quality of higher education graduates will have the ability to be able to compete in the world of the labor market.

III. METHOD

In writing this article using the literature review method, which is looking for national and international literature that is used as material for discussion which is then carried out in common, inequality in an article, then give a view and compare

that ends with a new conclusion to a problem. In the early stages of searching journal articles using the DOAJ and Sage pub databases, the DOAJ data base obtained about 42 articles from 2006 to 2018 using the keyword "school accreditation", and 6916 articles in the Sage pub database. From the various articles that were collected, 5 articles were taken which best fit the discussion of this article.

IV. RESULT AND DISCUSSION

Based on the articles collected and analyzed by the authors, it was found that the role of accreditation in improving the quality of education had a very positive impact, including; 1) Achievement 8 National standards Education each year has increased; 2) The results of accreditation which are part of the chain of education quality assurance are recognized by donor agencies such as AusAid, the European Union, USAID etc. 3) Education coaching conducted by the government will be more directed because it refers to the data resulting from accreditation. 4) Standards of competence, educators and education personnel, and infrastructure and standards are the most difficult standards to improve.

In achieving Eight national standards the government has a major role in realizing it, because the government has a role as a servant, facilitator, partner and education funder [10].

Achievement of 8 National Education Standards each year has increased, this can be proved that in 2007-2011 the number of accredited education units reached 65.24% or 212,317 schools of the total [3].

In addition to increasing the number of accredited schools, an increase in the value of the National Examination is an indicator of achieving a national standard for good education. In 2006 - 2010 the test scores experienced an increase and graduation rates also increased.

In 2006 graduation rates always increased by 92.1% to 93.34% and continued to increase, while in 2009 the value increased from 7.35 to 7.37 [11].

The achievement of national education standards is certainly based on several supporting factors, including procedural operational standards carried out by the establishment of the Provincial Accreditation Board (BAP) which is under the structural Central National Accreditation Board, Establishment of good communication between the agency and the Ministry of Religion, Assessors who contribute to the implementation accreditation to meet the target of the national accreditation body, as well as adequate budget funds issued by the center and regions [12].

The results of accreditation that have been carried out become a foundation used by donor institutions such as AusAid, Europa Union, USAID, etc. in the aspect of education. so that the assistance provided can be in accordance with the target set by the institution. In addition to being used as a foundation for donor institutions, accreditation results are used by the government to develop education development programs in places or schools that have low accreditation values. In the 8 National Standards of Education there are

several standards that are difficult to achieve, this is because the condition of schools that do not have adequate funding, and the condition of competent Human Resources is very minimal. National standards that are difficult to achieve are the Standards of Competency of Graduates, Standards of Facilities and Infrastructure, and Standards of Educators and Education Personnel. SNP Components that have not been fully fulfilled, namely Standards Graduates, Sarpras and Education Personnel [3].

With regard to the quality of education, the indicators of education quality include graduate competence, judging by the ability of graduates. This competence can be in the form of abilities possessed in the aspects of knowledge, skills and behavior [13].

Based on the results of research conducted at the junior high school level it was found that the level of attainment of national education standards was as follows (table 2):

TABLE II. THE RESULTS OF RESEARCH ON THE LEVEL OF ACHIEVEMENT OF NATIONAL EDUCATION STANDARDS IN JUNIOR HIGH SCHOOL

No	Standard	Achievement SNP
1	Content	89,40
2	Process	90,99
3	Graduate	65,10
4	Employment	80,27
5	Infrastructure	86,03
6	Management	94,63
7	Financing	88,36
8	Assesment	92,99
Average		85,97

This study uses survey methods conducted on populations and samples. The population used in all SMP N in Indonesia is 16,803 SMP N. Then a Stratified Random Sampling sample is performed with an error sampling of 5%. So the number of samples is 42 SMP [11].

In the table above it can be seen that the highest achievement is the management standard 94.63% and the lowest achievement is the 65.10% graduate competency standard. High management standards illustrate that education management in Indonesia is good enough, but in terms of graduation students are still far from expectations.

V. CONCLUSION

Accreditation is an important aspect in improving the quality of education, with the passage of accreditation, the

pattern of quality assurance to improve education services for the community can always be monitored. Achievement from year to year is influenced by several factors including; awareness of stakeholders on the importance of quality assurance carried out through the Accreditation system, the competencies of different assessors and different understandings often result in inappropriate judgments with national education standards that have been determined so that they cannot represent the standards that have been made. The standards that are difficult to achieve are the standard of graduate competency, standard of facilities and infrastructure and standards of educators and employment.

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